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ABSTRACT

Addressed is the identification of factors that effect learning as perceived by college students. The assumption is that a knowledge of these perceptions will help teachers and university administrators organize and provide more effective learning situations. Data are presented on: (1) students' perception of statements concerning the instructor; (2) students' perception of statements concerning teaching methods; (3) students' perception of statements concerning subject matter; (4) students' perception of statement concerning student; and (5) students' perception of statements concerning physical facilities and related matters. Results are given in tabular form. Their discussion and interpretation are left to the reader. (Author/KE)

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PERCEPTION OF BARRIERS TO LEARNING BY COLLEGE STUDENTS

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Preface

"Perception of Barriers to Learning by College Students" is an exploratory study. There is no pretension that the design and implementation of this study was scientifically ideal; nor is the presentation of this report professionally sophisticated. The study was undertaken by a genuinely interested professional who felt a need for it. However, additional involvements (in a hundred and one other things) have made impossible a discussion and interpretation of the findings. This task is left to the reader in a spirit of joint venturing. The report as it stands will, however, benefit those teachers or administrators who browse through the results by providing them a better understanding of students' perceptions of the possible factors which impede their learning.

Several people have contributed to this study. Florida A & M University Research Committee provided modest funds from its equally modest budget. David Henderson and Kathleen McGuinness provided assistance in data collection and analysis. Drs. Gertrude Simmons, Charles Smith, Victoria Warner and Ansley Abraham provided inspiration and encouragement for the study. Mr. Johnson of Tallahassee Community College, teachers at FAMU, FSU and TCC, and the students who participated in the study deserve special thanks. The FAMU Media Center is to be thanked for its contributions to this document. Finally, Betty Adams patiently typed the manuscript and duplicated the report.

The data set can be made available to researchers for further analyses.

J. S. Dhillon, Ph. D.
Associate Professor

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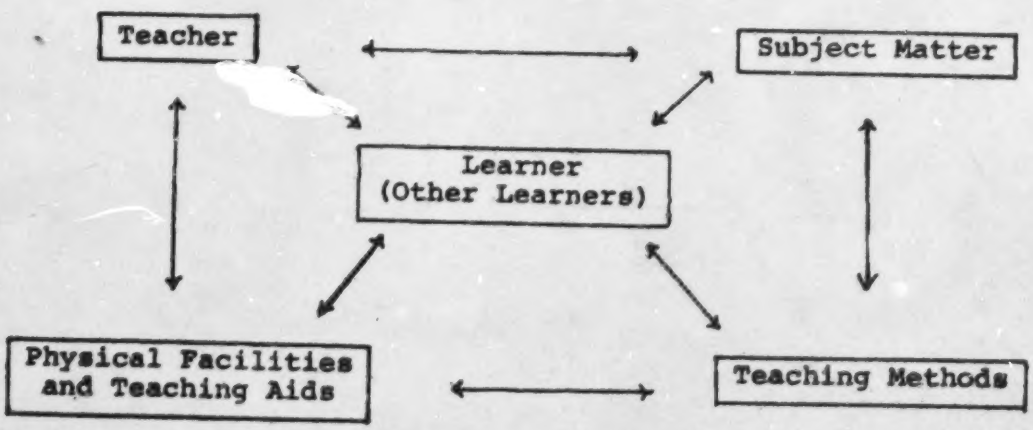
"PERCEPTION OF BARRIERS TO LEARNING
BY COLLEGE STUDENTS"

INTRODUCTION

"If a student has not learned, the teacher has not taught" is an ancient adage. Recent analyses of the pedogogic process and research findings relative to the learning behavior of the learner, however, seem to question this maxim. Whatever elements are involved in the learning process, the fact remains that the primary goal of teaching is learning.

Learning -- a dynamic process -- is the end product of several interacting variables. In the captive audience of a classroom five major components influence the learning outcome and can be identified as follows:



Learner-centered teaching, therefore, is more than a linear transmission of knowledge from the teacher to the learner; it involves interaction among and maximization of

all components. Arranging effective learning experiences for the student through manipulation of these elements becomes a serious concern of the teacher and other interested parties.

The present study was undertaken with such a concern. Specifically, this investigation addresses itself to the identification of factors, as perceived by college students, which affect their learning. The assumption is that a knowledge of these perceptions will help teachers and university administrators organize and provide more effective learning situations.

Sample Selection and Questionnaire Administration

The study was conducted in 1975 in three post-secondary institutions in Tallahassee, viz., Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), and Tallahassee Community College (TCC). Two major considerations in the selection of the sample were: student-classification level and student representation in the sample with various disciplinary orientations at the junior-senior levels.[1]

Within these constraints, two classes were randomly selected from each of the three institutions. The classes involved in the initial development and pre-test of the research instrument at FAMU were excluded from final sample

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[1]In TCC, of course, there are no junior and senior level classes.

selection process (see section on 'The Research Instruments' below).

After permission from the concerned administrators and teachers, a specially designed questionnaire was administered to the selected classes. More or less similar instructions were given to each class. Emphasis was placed on the students frank expression of opinions and the confidentiality of their responses.

The Research Instrument

The final research instrument for the study was developed from responses given by students to three unstructured projective, technique one sheet questionnaires (see appendix A_1, A_2, and A_3). These preliminary questionnaires were administered one each to three different classes at FAMU.

Pre-test of the final questionnaire was done with a freshman class at FAMU.[2] See appendix B for the questionnaire.

Variable Map

The following independent variables were used in this study:

1. Sex
2. Age
3. Race
4. Grade
5. Classification
6. School

The dependent variables -- factors affecting learning --

---

[2]The assumption being that a questionnaire understandable to the freshmen, would also be comprehensible to the students in higher classification levels.

had statements related to the following five elements involved in a learning situation:

1. Instructor
2. Subject Matter
3. Teaching Methods
4. Students
5. Physical Facilities and Related Matters

The Results

As explained in the preface, the results are only given in tabular form; their discussion and interpretation are left to the reader.

The data are presented in five main sections as follows:

A. Students' Perception of Statements Concerning Instructor.

B. Students' Perception of Statements Concerning Teaching Methods.

C. Students' Perception of Statements Concerning Subject Matter.

D. Students' Perception of Statements Concerning Student.

E. Students' Perception of Statements Concerning Physical Facilities and Related Matters.

Statistical analyses are limited to percentages for each level of an independent variable at the five degrees of agreement, i.e. strongly agree, agree, undecided, disagree, and strongly disagree. Two additional columns -- total agreement (strongly agree + agree) and total disagreement (strongly disagree + disagree) -- have been added in each table for the benefit of the reader.

The particular statement for which data is presented in the table is given at the top of the table.

STUDENTS' PERCEPTION OF STATEMENTS CONCERNING INSTRUCTOR

TABLE 1

STUDENTS' PERCEPTION OF THE STATEMENT

"Other things being the same, students learn more in a younger instructor's class than in an older instructor's class, simply, because he can relate to them better."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	2.8	17.4	20.2	14.6	65.3	48.6	16.7
	Male	96	11.5	14.6	26.1	22.9	51.0	42.7	8.3
Age	Under 25	189	6.9	18.5	25.4	18.5	56.1	46.0	10.1
	Over 25	50	4.0	8.0	12.0	16.0	72.0	46.0	26.0
Race	Black	70	14.3	27.1	41.4	11.4	47.1	37.1	10.0
	White	169	3.0	11.2	14.2	21.3	64.5	49.1	15.4
Grade	A	50	10.0	16.0	26.0	20.0	54.0	36.0	18.0
	B	115	7.8	18.3	26.1	18.3	55.7	49.6	6.1
	C	76	.0	13.2	13.2	17.1	69.8	47.4	22.4
Class-ification	Freshman	61	16.4	21.3	37.7	13.1	49.2	32.8	16.4
	Sophomore	86	3.5	16.3	19.8	19.8	60.4	45.3	15.1
	Junior	36	2.8	8.3	11.1	19.4	69.4	58.3	11.1
	Senior	56	1.8	16.1	17.9	21.4	60.7	51.8	8.9
School	FAMU	53	15.1	30.2	45.3	9.4	45.2	37.7	7.5
	FSU	62	.0	6.5	6.5	24.2	69.4	58.1	11.3
	TCC	125	5.6	15.2	20.8	18.4	60.8	44.0	16.8

TABLE 2

STUDENTS' PERCEPTION OF THE STATEMENT

"I feel more comfortable with and learn more from the instructors who are of my own sex."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	143	.0	.7	.7	9.8	89.5	61.5	28.0
	Male	96	2.1	4.2	6.3	19.8	74.0	64.6	9.4
Age	Under 25	188	1.1	2.7	3.8	15.4	80.8	62.2	18.6
	Over 25	50	.0	.0	.0	8.0	92.0	66.0	26.0
Race	Black	69	1.4	2.9	4.3	11.6	84.0	68.1	15.9
	White	169	.6	1.8	2.4	14.8	82.9	60.4	22.5
Grade	A	50	2.0	6.0	8.0	12.0	80.0	60.0	20.0
	B	114	.9	.9	1.8	14.9	83.3	64.0	19.3
	C	76	.0	1.3	1.3	13.2	85.5	61.8	23.7
Class-ification	Freshman	61	1.6	1.6	3.2	8.2	88.5	70.5	18.0
	Sophomore	86	.0	3.5	3.5	15.1	81.4	61.6	19.8
	Junior	35	.0	2.9	2.9	22.9	74.3	60.0	14.3
	Senior	56	1.8	.0	1.8	12.5	85.7	58.9	26.8
School	FAMU	52	1.9	.0	1.9	9.6	88.5	73.1	15.4
	FSU	62	.0	1.6	1.6	19.4	79.1	56.5	22.6
	TCC	125	.8	3.2	4.0	12.8	83.2	62.4	20.8

TABLE 3

STUDENTS' PERCEPTION OF THE STATEMENT

"Instructors who relate the subject matter to daily activities of life stimulate learning on the part of students."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	38.2	56.3	94.5	3.5	2.1	.0	2.1
	Male	95	36.8	50.5	87.3	6.3	6.4	5.3	1.1
Age	Under 25	188	36.7	54.3	91.0	4.3	4.8	4.3	.5
	Over 25	50	40.0	54.0	94.0	6.0	.0	.0	.0
Race	Black	68	36.8	54.4	91.2	1.5	6.4	5.9	1.5
	White	170	38.2	52.9	91.1	5.9	2.9	2.9	.0
Grade	A	49	28.6	61.2	89.8	8.2	2.0	2.0	.0
	B	115	37.4	53.0	90.4	3.5	6.1	6.1	.0
	C	76	44.7	48.7	93.4	3.9	2.6	1.3	1.3
Class-ification	Freshman	60	33.3	50.0	83.3	8.3	8.4	6.7	1.7
	Sophomore	86	36.0	57.0	93.0	5.8	1.2	1.2	.0
	Junior	36	38.9	55.6	94.5	2.8	2.8	2.8	.0
	Senior	56	44.6	50.0	94.6	.0	5.4	5.4	.0
School	FAMU	51	35.3	54.9	90.2	2.0	7.9	5.9	2.0
	FSU	62	46.8	48.4	95.2	1.6	3.2	3.2	.0
	TCC	126	34.9	55.6	90.5	7.1	2.4	2.4	.0

TABLE 4

STUDENTS' PERCEPTION OF THE STATEMENT

"I pay more attention to and learn more from instructors of my own race."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	143	3.5	6.3	9.8	13.3	76.9	55.2	21.7
	Male	94	4.3	14.9	19.2	17.0	63.8	44.7	19.1
Age	Under 25	187	3.7	12.3	16.0	14.4	69.5	47.6	21.9
	Over 25	49	4.1	.0	4.1	14.3	81.6	65.3	16.3
Race	Black	69	7.2	13.0	20.2	10.1	69.5	59.4	10.1
	White	168	2.4	7.7	10.1	17.3	72.6	47.6	25.0
Grade	A	49	8.2	10.2	18.4	14.3	67.4	49.0	18.4
	B	114	2.6	8.8	11.4	16.7	71.9	49.1	22.8
	C	75	1.3	10.7	12.0	13.3	74.7	54.7	20.0
Class-ification	Freshman	61	6.6	18.0	24.6	13.1	62.3	44.3	18.0
	Sophomore	85	2.4	9.4	11.8	16.5	71.7	48.2	23.5
	Junior	36	5.6	5.6	11.2	11.1	77.7	58.3	19.4
	Senior	55	1.8	3.6	5.4	16.4	78.2	58.2	20.0
School	FAMU	53	7.5	11.3	18.8	9.4	71.7	58.5	13.2
	FSU	61	.0	6.6	6.6	18.0	75.4	57.4	18.0
	TCC	123	4.1	10.6	14.7	15.4	69.9	44.7	25.2

TABLE 5

STUDENTS' PERCEPTION OF THE STATEMENT

"Physical appearance of an instructor does not help or hinder the learning process in a classroom situation."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	9.7	41.4	51.1	6.2	42.8	35.2	7.6
	Male	96	6.3	46.9	53.2	13.5	33.4	29.2	4.2
Age	Under 25	190	8.9	41.6	50.5	11.6	37.9	31.1	6.8
	Over 25	50	6.0	52.0	58.0	.0	42.0	38.0	4.0
Race	Black	70	12.9	35.7	48.6	4.3	47.2	34.3	12.9
	White	170	6.5	45.9	52.4	11.2	36.5	31.8	4.7
Grade	A	50	4.0	58.0	62.0	12.0	26.0	24.0	2.0
	B	116	9.5	36.2	45.7	10.3	43.9	31.0	12.9
	C	76	9.2	44.7	53.9	5.3	40.8	39.5	1.3
Classification	Freshman	62	14.5	38.7	53.2	6.5	40.4	33.9	6.5
	Sophomore	86	9.3	44.2	53.5	10.5	36.1	32.6	3.5
	Junior	36	5.6	50.0	55.6	11.1	33.3	25.0	8.3
	Senior	56	1.8	44.6	46.4	8.9	44.6	32.1	12.5
School	FAMU	53	15.1	28.3	43.4	1.9	54.7	37.7	17.0
	FSU	62	1.6	53.2	54.8	14.5	30.6	29.0	1.6
	TCC	126	8.7	45.2	53.9	9.5	36.5	31.7	4.8

TABLE 6

STUDENTS' PERCEPTION OF THE STATEMENT

"In my opinion, an instructor's personal philosophy, be it radical or conservative does not in any way affect student's learning."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	3.5	18.1	21.6	5.6	80.2	61.4	18.8
	Male	96	4.2	12.5	16.7	8.3	75.0	51.0	24.0
Age	Under 25	189	3.7	15.3	19.0	6.9	74.0	53.4	20.6
	Over 25	50	4.0	18.0	22.0	6.0	72.0	50.0	22.0
Race	Black	70	5.7	24.3	30.0	5.7	64.3	51.4	12.9
	White	169	3.0	12.4	15.4	7.1	77.6	52.7	24.9
Grade	A	50	2.0	24.0	26.0	10.0	64.0	44.0	20.0
	B	116	5.2	17.2	22.4	5.2	72.4	56.0	16.4
	C	75	2.7	8.0	10.7	6.7	82.7	52.0	30.7
Class-ification	Freshman	62	3.2	25.8	29.0	6.5	64.6	45.2	19.4
	Sophomore	85	3.5	15.3	18.8	9.4	71.7	43.5	28.2
	Junior	36	2.8	8.3	11.1	5.6	83.3	63.9	19.4
	Senior	56	3.6	10.7	14.3	3.6	82.2	66.1	16.1
School	FAMU	53	3.8	26.4	30.2	5.7	64.1	52.8	11.3
	FSU	62	1.6	9.7	11.3	3.2	85.5	71.0	14.5
	TCC	125	4.8	13.6	18.4	8.8	72.8	44.0	28.8

TABLE 7

STUDENTS' PERCEPTION OF THE STATEMENT

"Most of my instructors do not show partiality to students of the opposite sex."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	6.2	57.2	63.4	16.6	20.0	17.9	2.1
	Male	96	10.4	61.5	71.9	12.5	15.6	14.6	1.0
Age	Under 25	190	7.9	57.4	65.3	15.3	19.5	18.4	1.1
	Over 25	50	8.0	64.0	72.0	14.0	14.0	10.0	4.0
Race	Black	70	5.7	45.7	51.4	21.4	27.1	25.7	1.4
	White	170	8.8	65.3	74.1	11.8	14.2	12.4	1.8
Grade	A	50	10.0	60.0	70.0	14.0	17.0	14.0	3.0
	B	116	6.0	56.0	62.0	16.4	21.6	20.7	.9
	C	76	9.2	63.2	72.4	13.2	14.4	11.8	2.6
Classification	Freshman	62	11.3	53.2	64.5	19.4	16.1	14.5	1.6
	Sophomore	86	9.3	66.3	75.6	9.3	15.1	11.6	3.5
	Junior	36	5.6	63.9	69.5	8.3	22.2	22.2	.0
	Senior	56	3.6	53.6	57.2	19.6	23.0	23.2	.0
School	FAMU	53	5.7	43.4	49.1	24.5	26.4	26.4	.0
	FSU	62	3.2	61.3	64.5	14.5	21.0	21.0	.0
	TCC	126	11.1	64.3	75.4	11.1	13.5	10.3	3.2

TABLE 8

STUDENTS' PERCEPTION OF THE STATEMENT

"In my opinion, teachers with Ph. D. degrees know their subject matter better than those who are M.A.'s."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	3.4	8.3	11.7	22.8	65.5	44.1	21.4
	Male	96	7.3	14.6	21.9	35.4	42.7	32.3	10.4
Age	Under 25	190	5.3	11.6	16.9	29.5	53.7	36.3	17.4
	Over 25	50	4.0	8.0	12.0	20.0	68.0	52.0	16.0
Race	Black	70	7.1	10.0	17.1	17.1	65.7	48.6	17.1
	White	170	3.5	11.2	14.7	32.9	52.4	35.3	17.1
Grade	A	50	6.0	10.0	16.0	34.0	50.0	34.0	16.0
	B	116	4.3	12.1	16.4	27.6	56.0	40.5	15.5
	C	76	5.3	9.2	14.5	25.0	60.6	39.5	21.1
Classification	Freshman	62	9.7	11.3	21.0	30.6	48.2	35.3	12.9
	Sophomore	86	5.8	9.3	15.1	30.2	54.6	36.0	18.6
	Junior	36	2.8	13.9	16.7	22.2	61.1	41.7	19.4
	Senior	56	.0	10.7	10.7	23.2	66.0	46.4	19.6
School	FAMU	53	7.5	11.3	18.8	18.9	62.3	43.4	18.9
	FSU	62	1.6	14.5	16.1	30.6	53.2	38.7	14.5
	TCC	126	5.6	8.7	14.3	30.2	55.6	38.1	17.5

TABLE 9

STUDENTS' PERCEPTION OF THE STATEMENT

"Most of my instructors come to the class well prepared."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	17.2	72.4	89.6	.0	10.4	9.0	1.4
	Male	96	11.5	78.1	89.6	5.2	5.2	3.1	2.1
Age	Under 25	190	15.6	73.7	89.5	2.1	8.4	7.9	.5
	Over 25	50	10.0	80.0	90.0	2.0	8.0	2.0	6.0
Race	Black	70	21.4	64.3	85.7	4.3	10.0	7.1	2.9
	White	170	12.4	78.2	90.6	1.2	8.3	6.5	1.8
Grade	A	50	18.0	66.0	84.0	2.0	14.0	12.0	2.0
	B	116	10.3	78.4	88.7	2.6	8.6	6.9	1.7
	C	76	19.7	73.7	93.4	1.3	5.2	2.6	2.6
Class-ification	Freshman	62	17.1	67.7	84.8	3.2	11.3	3.2	8.1
	Sophomore	86	15.1	75.6	90.7	1.2	8.1	8.1	.0
	Junior	36	5.6	77.8	83.4	5.6	11.1	11.1	.0
	Senior	56	16.1	78.6	94.7	.0	5.4	5.4	.0
School	FAMU	53	17.0	67.9	84.9	5.7	9.4	7.5	1.9
	FSU	62	11.3	82.3	93.6	1.6	4.8	4.8	.0
	TCC	126	15.9	73.8	89.7	.8	9.5	7.1	2.4

TABLE 10

STUDENTS' PERCEPTION OF THE STATEMENT

"I enjoy the classes of those teachers who are more informal with the students in their classes."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	31.0	57.2	88.2	4.8	6.9	6.2	.7
	Male	95	29.5	63.2	92.7	4.2	3.2	3.2	.0
Age	Under 25	189	33.9	59.3	93.2	3.2	3.7	3.2	.5
	Over 25	50	18.0	62.0	80.0	10.0	10.0	10.0	.0
Race	Black	70	22.9	60.0	82.9	5.7	11.4	10.0	1.4
	White	169	33.7	58.6	92.3	4.1	3.6	3.0	.6
Grade	A	49	24.5	65.3	89.8	10.2	.0	.0	.0
	B	116	32.8	57.8	90.6	1.7	7.8	6.9	.9
	C	76	31.6	57.9	89.5	5.3	5.2	3.9	1.3
Class-ification	Freshman	61	27.9	59.0	86.9	3.3	9.8	8.2	1.6
	Sophomore	86	34.9	52.3	87.2	8.1	4.7	3.5	1.2
	Junior	36	30.6	66.7	97.3	2.8	.0	.0	.0
	Senior	56	28.6	64.3	92.9	1.8	5.4	5.4	.0
School	FAMU	53	18.9	62.3	81.2	7.5	11.3	9.4	1.9
	FSU	62	33.9	64.5	98.4	.0	1.6	1.6	.0
	TCC	125	33.6	55.2	88.8	5.6	5.6	4.8	.8

TABLE 11

STUDENTS' PERCEPTION OF THE STATEMENT

"Most instructors are interested in students learning and do follow up on students who have difficulties in their courses."

Variable		n	Strongly Agree	Agree	Total Agree	Undecided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	6.9	38.6	45.5	13.8	40.7	31.0	9.7
	Male	96	5.2	33.3	38.5	22.9	38.6	32.3	6.3
Age	Under 25	190	6.3	36.3	42.6	16.8	40.5	33.7	6.8
	Over 25	50	6.0	36.0	42.0	20.0	38.0	24.0	14.0
Race	Black	70	5.7	50.0	55.7	10.0	34.2	27.1	7.1
	White	170	6.5	30.6	37.1	20.0	42.9	33.5	9.4
Grade	A	50	4.0	30.0	34.0	24.0	42.0	32.0	10.0
	B	116	7.8	41.4	49.2	13.8	58.6	29.3	29.3
	C	76	5.3	31.6	36.9	18.4	44.7	35.5	9.2
Classification	Freshman	62	9.7	41.9	51.6	17.7	30.7	19.4	11.3
	Sophomore	86	4.7	34.9	39.6	20.9	39.5	30.2	9.3
	Junior	36	5.6	22.2	27.8	19.4	52.7	44.4	8.3
	Senior	56	5.4	39.3	44.7	8.9	46.5	41.1	5.4
School	FAMU	53	5.7	52.8	58.5	11.3	30.2	24.5	5.7
	FSU	62	3.2	19.4	22.6	19.4	58.1	51.6	6.5
	TCC	126	7.9	38.1	46.0	18.3	35.7	25.4	10.3

TABLE 12

STUDENTS' PERCEPTION OF THE STATEMENT

"I like those instructors who deliver their lectures well, and do not let the students interrupt their teaching."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	7.6	19.3	26.9	7.6	65.5	48.3	17.2
	Male	95	7.4	30.5	37.9	3.2	59.0	49.5	9.5
Age	Under 25	190	5.3	22.1	27.4	6.3	66.4	51.1	15.3
	Over 25	49	16.3	28.6	44.9	4.1	51.0	40.8	10.2
Race	Black	70	8.6	27.1	35.7	7.1	57.2	48.6	8.6
	White	169	8.3	21.9	30.2	5.3	64.5	47.9	16.6
Grade	A	50	12.0	16.0	28.0	10.0	62.0	52.0	10.0
	B	116	6.0	27.6	33.6	3.4	62.9	51.7	11.2
	C	75	8.0	22.7	30.7	6.7	62.6	41.3	21.3
Class-ification	Freshman	62	8.1	16.1	24.2	3.2	72.6	56.5	16.1
	Sophomore	85	9.4	28.2	37.6	8.2	54.2	42.4	11.8
	Junior	36	2.8	22.2	25.0	8.3	66.6	44.4	22.2
	Senior	56	10.7	23.2	33.9	3.6	62.5	51.8	10.7
School	FAMU	53	3.8	5.8	9.6	26.9	63.5	46.2	17.3
	FSU	62	1.6	9.7	11.3	22.6	65.1	38.7	27.4
	TCC	125	.8	5.6	6.4	28.8	64.8	43.2	21.6

TABLE 13

STUDENTS' PERCEPTION OF THE STATEMENT

"Instructors holding Ph. D. degrees are better teachers than those who do not."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	.7	6.9	7.6	20.1	72.2	45.1	27.1
	Male	95	3.2	6.3	9.5	35.8	54.7	40.0	14.7
Age	Under 25	189	1.6	7.4	9.0	29.1	61.9	40.7	21.2
	Over 25	49	2.0	4.1	6.1	16.3	77.5	51.0	26.5
Race	Black	69	4.3	5.8	10.1	23.2	66.7	46.4	20.3
	White	169	.6	7.1	7.7	27.8	64.5	42.0	22.5
Grade	A	49	4.1	6.1	10.2	24.5	65.3	49.0	16.3
	B	116	.9	7.8	8.7	30.2	61.2	42.2	19.0
	C	75	1.3	5.3	6.6	22.7	70.7	38.7	32.0
Classification	Freshman	62	4.8	4.8	9.6	37.1	53.2	38.7	14.5
	Sophomore	85	.0	7.1	7.1	23.5	69.4	43.5	25.9
	Junior	35	2.9	5.7	8.6	25.7	65.7	37.1	28.6
	Senior	56	.0	8.9	8.9	19.6	71.4	48.2	23.2
School	FAMU	52	3.8	5.8	9.6	26.9	63.5	46.2	27.3
	FSU	62	1.6	9.7	11.3	22.6	66.1	38.7	27.4
	TCC	125	.8	5.6	6.4	28.8	64.8	43.2	21.6

STUDENTS' PERCEPTION OF STATEMENTS CONCERNING TEACHING METHODS

TABLE 14

STUDENTS' PERCEPTION OF THE STATEMENT

"All in all, I am satisfied with the teaching methods of most of my instructors."

Variable		n	Strongly Agree	Agree	Total Agree	Undecided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	8.3	64.1	72.4	2.1	25.5	20.0	5.5
	Male	95	6.3	65.6	71.9	2.1	26.0	17.7	8.3
Age	Under 25	190	5.8	65.3	71.1	1.5	27.4	21.1	6.3
	Over 25	50	12.0	64.0	76.0	4.0	20.0	12.0	8.0
Race	Black	70	10.0	60.0	70.0	1.4	28.6	20.0	8.6
	White	170	6.5	65.3	71.8	2.4	25.9	19.4	6.5
Grade	A	50	8.0	56.0	64.0	4.0	32.0	24.0	8.0
	B	115	6.9	69.0	75.9	1.7	22.4	16.4	6.0
	C	76	7.9	61.8	69.7	1.3	29.0	21.1	7.9
Classification	Freshman	62	11.3	53.2	64.5	.0	35.5	22.6	12.9
	Sophomore	85	5.8	69.8	75.6	4.7	18.8	15.3	3.5
	Junior	36	2.8	63.9	66.7	2.8	30.5	22.2	8.3
	Senior	56	7.1	67.9	75.0	.0	25.0	19.6	5.4
School	FAMU	53	5.7	66.0	71.7	.0	28.3	20.8	7.5
	FSU	62	8.1	58.1	66.2	1.6	32.3	24.2	8.1
	TCC	126	7.9	67.5	75.4	3.2	21.5	15.9	5.6

TABLE 15

STUDENTS' PERCEPTION OF THE STATEMENT

"The merit system (grading) is a real incentive for students to learn."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	6.9	23.4	30.3	10.3	59.3	42.1	17.2
	Male	96	3.1	35.4	38.5	13.5	47.9	34.4	13.5
Age	Under 25	190	4.7	26.8	31.5	12.1	52.4	41.1	15.3
	Over 25	50	6.0	34.0	40.0	10.0	50.0	32.0	18.0
Race	Black	70	10.0	35.7	45.7	17.1	37.2	28.6	8.6
	White	170	3.5	25.9	29.4	9.4	61.2	42.4	18.8
Grade	A	50	8.0	28.0	36.0	18.0	46.0	34.0	12.0
	B	116	5.2	31.9	37.1	10.3	52.6	38.8	13.8
	C	76	3.9	23.7	27.6	7.9	64.5	42.1	22.4
Class-ification	Freshman	62	8.1	43.5	51.6	19.4	29.0	24.2	4.8
	Sophomore	86	4.7	27.9	32.6	12.8	54.6	33.7	20.9
	Junior	36	2.8	16.7	19.5	5.6	75.0	52.8	22.2
	Senior	56	3.6	21.4	25.0	5.4	69.7	51.8	17.9
School	FAMU	53	7.5	39.6	47.1	20.8	32.0	24.5	7.5
	FSU	62	4.8	12.9	17.7	3.2	79.1	59.7	19.4
	TCC	125	4.8	31.7	36.5	11.9	51.6	34.1	17.5

TABLE 16

STUDENTS' PERCEPTION OF THE STATEMENT

"I wish more audio-visual aids were used in my classes."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	10.3	42.8	53.1	15.9	31.1	29.0	2.1
	Male	96	9.4	44.8	54.2	22.9	22.9	22.9	.0
Age	Under 25	190	10.5	44.7	55.2	17.4	27.4	26.3	1.1
	Over 25	50	6.0	40.0	46.0	24.0	30.0	28.0	2.0
Race	Black	70	20.0	42.9	62.9	11.4	25.7	24.3	1.4
	White	170	5.9	43.5	49.4	21.8	28.8	27.6	1.2
Grade	A	50	8.0	42.0	50.0	26.0	24.0	22.0	2.0
	B	116	12.9	44.0	56.9	17.2	25.9	25.0	.9
	C	76	6.6	43.4	50.0	15.8	34.2	32.9	1.3
Class-ification	Freshman	62	16.1	46.8	62.9	12.9	24.2	24.2	.0
	Sophomore	86	5.8	47.7	53.5	18.6	26.9	25.7	1.2
	Junior	36	8.3	44.4	52.7	22.2	25.0	25.0	.0
	Senior	56	8.9	33.9	42.8	23.2	34.0	30.4	3.6
School	FAMU	53	22.6	41.5	64.1	11.3	24.5	24.5	.0
	FSU	62	3.2	41.9	45.1	27.4	27.4	25.8	1.6
	TCC	126	7.9	46.0	53.9	12.5	28.6	27.0	1.6

TABLE 17

STUDENTS' PERCEPTION OF THE STATEMENT

"In my opinion, the examinations encourage memorizing on the part of students rather than real learning."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	35.9	42.8	78.7	4.1	17.2	13.1	4.1
	Male	94	42.6	33.0	75.6	9.6	14.9	11.7	3.2
Age	Under 25	188	38.8	38.8	77.6	6.4	15.9	12.2	3.7
	Over 25	50	36.0	40.0	76.0	6.0	18.0	14.0	4.0
Race	Black	69	29.0	37.7	66.7	7.2	26.0	18.8	7.2
	White	169	42.6	39.1	81.7	5.9	12.5	10.1	2.4
Grade	A	48	35.4	35.4	70.8	14.6	14.6	8.3	6.3
	B	115	37.9	42.2	80.1	4.3	15.5	12.1	3.4
	C	76	43.4	35.5	78.9	2.6	18.3	15.8	2.5
Class-ification	Freshman	61	23.0	54.1	77.1	8.2	14.7	9.8	4.9
	Sophomore	85	48.2	27.1	75.3	9.4	15.3	12.9	2.4
	Junior	36	50.0	38.9	88.9	5.6	5.6	5.6	.0
	Senior	56	35.7	39.3	75.0	.0	25.0	21.4	3.6
School	FAMU	52	28.8	40.4	69.2	5.8	25.0	21.2	3.8
	FSU	62	45.2	40.3	85.5	3.2	11.3	6.5	4.8
	TCC	125	39.2	37.6	76.8	8.0	15.2	12.0	3.2

STUDENTS' PERCEPTION OF STATEMENTS CONCERNING SUBJECT MATTER

TABLE 18

STUDENTS' PERCEPTION OF THE STATEMENT

"If I had a different major my grades would be better."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	6.2	4.1	10.3	28.3	61.3	37.2	24.1
	Male	96	4.2	5.2	9.4	40.6	50.0	34.4	15.6
Age	Under 25	190	5.8	5.3	11.1	32.6	56.4	35.3	21.1
	Over 25	50	4.0	2.0	6.0	34.0	60.0	40.0	20.0
Race	Black	70	4.3	4.3	8.6	37.1	54.3	32.9	21.4
	White	170	5.3	4.7	10.0	31.8	58.3	37.1	21.2
Grade	A	50	6.0	4.0	10.0	46.0	44.0	32.0	12.0
	B	116	5.2	6.9	12.1	28.4	59.5	37.9	21.6
	C	76	5.3	1.3	6.6	30.3	63.1	36.8	26.3
Classification	Freshman	52	4.8	4.8	9.6	43.5	46.8	27.4	19.4
	Sophomore	86	7.0	3.5	10.5	26.7	61.7	36.0	25.7
	Junior	36	5.6	5.6	11.2	30.6	58.3	38.9	19.4
	Senior	56	3.6	5.4	9.0	30.4	60.7	44.6	16.1
School	FAMU	53	3.8	5.7	9.5	34.0	56.6	32.1	24.5
	FSU	62	3.2	4.8	8.0	27.4	64.5	50.0	14.5
	TCC	126	7.1	4.0	11.1	35.7	53.2	31.0	22.2

TABLE 19

STUDENTS' PERCEPTION OF THE STATEMENT

"Most of the text books in my courses are hard to understand."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	4.8	17.9	22.7	2.8	74.5	62.8	11.7
	Male	96	5.3	15.6	20.9	8.3	69.8	65.6	4.2
Age	Under 25	190	5.3	17.4	22.7	5.3	72.1	62.1	10.0
	Over 25	50	4.0	16.0	20.0	4.0	76.0	72.0	4.0
Race	Black	70	7.1	22.9	30.0	2.9	67.2	64.3	2.9
	White	170	4.7	14.7	19.4	6.5	74.1	62.9	11.2
Grade	A	50	6.0	22.0	28.0	8.0	64.0	60.0	4.0
	B	116	6.9	14.7	21.6	5.2	73.2	67.2	6.0
	C	76	2.6	17.4	20.0	3.9	76.3	60.5	15.8
Classification	Freshman	62	8.1	19.4	27.5	9.7	62.9	58.1	4.8
	Sophomore	85	3.5	25.6	29.1	5.8	65.1	58.1	7.0
	Junior	36	2.8	5.6	8.4	5.6	86.1	77.8	8.3
	Senior	56	5.4	8.6	14.0	.0	85.7	69.6	16.1
School	FAMU	53	7.5	15.1	22.6	3.8	73.6	69.8	3.8
	FSU	62	3.2	6.5	9.7	3.2	87.1	71.0	16.1
	TCC	126	5.6	22.2	27.8	6.3	65.8	58.7	7.1

TABLE 20

STUDENTS' PERCEPTION OF THE STATEMENT

"I think the subject matter I am taught in my courses is obsolete, it does not turn me on."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	2.1	15.9	18.0	4.1	77.9	58.6	19.3
	Male	96	6.3	14.6	20.9	5.6	63.6	57.3	6.3
Age	Under 25	190	3.7	17.4	21.1	8.4	69.5	55.8	13.7
	Over 25	50	4.0	5.0	9.0	10.0	79.0	64.0	15.0
Race	Black	70	4.3	18.6	22.9	5.7	71.4	60.0	11.4
	White	170	3.5	14.7	18.2	10.0	25.3	10.0	15.3
Grade	A	50	4.0	16.0	20.0	20.0	60.0	54.0	6.0
	B	116	4.3	17.2	21.5	6.9	71.6	57.8	13.8
	C	76	2.6	13.2	15.8	3.6	80.3	59.2	21.1
Classification	Freshman	56	6.5	22.6	29.1	6.5	64.5	50.0	14.5
	Sophomore	86	1.2	15.1	16.3	15.1	68.6	59.3	9.3
	Junior	36	5.6	19.4	25.0	2.8	72.2	61.1	11.1
	Senior	56	3.6	5.4	9.0	5.4	39.2	14.2	25.0
School	FAMU	53	1.9	18.9	20.8	5.7	73.6	60.4	13.2
	FSU	62	3.2	14.5	17.7	4.8	75.4	57.7	17.7
	TCC	126	4.8	15.1	19.9	11.9	68.3	55.6	12.7

TABLE 21

STUDENTS' PERCEPTION OF THE STATEMENT

"It is my belief that students generally learn more in subject matters relating directly to their major."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	32.4	42.1	74.5	6.2	19.3	15.2	4.1
	Male	96	35.4	42.7	78.1	9.4	12.5	12.5	.0
Age	Under 25	190	34.0	42.6	76.6	6.8	16.3	14.2	2.1
	Over 25	50	30.0	42.0	72.0	10.0	18.0	14.0	4.0
Race	Black	70	31.4	42.9	74.3	7.1	18.6	15.7	2.9
	White	170	34.7	42.4	77.1	7.6	15.3	12.9	2.4
Grade	A	50	44.0	44.0	88.0	8.0	4.0	4.0	.0
	B	116	31.0	44.8	75.8	6.0	18.1	16.4	1.7
	C	76	31.6	38.2	69.8	7.9	22.4	17.1	5.3
Classification	Freshman	62	30.6	41.9	72.5	9.7	17.7	14.5	3.2
	Sophomore	86	38.4	46.5	84.9	7.0	8.2	7.0	1.2
	Junior	36	38.9	38.9	77.8	5.6	16.7	16.7	.0
	Senior	56	26.8	37.5	64.3	7.1	28.6	23.2	5.4
School	FAMU	53	26.4	43.4	69.8	7.5	22.7	18.9	3.8
	FSU	62	32.3	33.9	66.2	9.7	24.2	22.6	1.6
	TCC	125	37.3	46.0	83.3	6.3	10.3	7.9	2.4

STUDENTS' PERCEPTION OF STATEMENTS CONCERNING STUDENT

TABLE 22

STUDENTS' PERCEPTION OF THE STATEMENT

"Some of the students in my classes unnecessarily interrupt the instructors so learning becomes hard."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	10.3	29.0	39.3	4.8	55.9	48.3	7.6
	Male	95	8.4	32.6	41.0	7.4	51.6	48.4	3.2
Age	Under 25	189	7.9	30.7	38.6	5.8	55.6	48.7	6.9
	Over 25	50	16.0	30.0	46.0	6.0	48.0	46.0	2.0
Race	Black	70	17.1	22.9	40.0	2.9	57.1	50.0	7.1
	White	169	6.5	33.1	39.6	7.1	52.6	47.9	5.3
Grade	A	49	4.1	30.6	34.7	14.3	51.0	49.0	2.0
	B	116	11.2	30.2	41.4	4.3	54.3	47.4	6.9
	C	76	10.5	28.9	39.4	2.6	57.9	51.3	6.6
Classification	Freshman	61	4.9	24.6	29.5	1.6	68.9	62.3	6.6
	Sophomore	86	7.0	38.4	45.4	12.8	41.8	36.0	5.8
	Junior	36	8.3	22.2	30.5	.0	69.4	61.1	8.3
	Senior	56	19.6	30.4	50.0	3.6	46.5	42.9	3.6
School	FAMU	53	20.8	24.5	45.3	1.9	52.8	45.3	7.5
	FSU	62	.0	29.0	29.0	4.8	66.2	58.1	8.1
	TCC	125	9.6	33.6	43.2	8.0	48.8	44.8	4.0

TABLE 23

STUDENTS' PERCEPTION OF THE STATEMENT

"I think culturally deprived students, because of their background, find college learning more difficult than other students."

Variable		n	Strongly Agree	Agree	Total Agree	Undecided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	13.9	41.7	55.6	20.1	24.3	20.8	3.5
	Male	96	12.5	44.8	57.3	21.9	20.9	16.7	4.2
Age	Under 25	189	10.6	43.9	54.5	22.8	22.8	18.0	4.8
	Over 25	50	22.0	40.0	62.0	14.0	24.0	24.0	.0
Race	Black	70	21.4	27.1	48.5	18.6	32.9	28.6	4.3
	White	169	10.1	49.1	59.2	22.5	18.4	14.8	3.6
Grade	A	50	12.0	44.0	56.0	14.0	30.0	24.0	6.0
	B	115	10.4	44.3	54.7	19.1	26.1	20.9	5.2
	C	76	17.1	39.5	56.6	28.9	14.5	13.2	1.3
Classification	Freshman	62	21.0	30.6	51.6	25.8	22.6	16.1	6.5
	Sophomore	86	12.8	51.2	64.0	18.6	17.4	15.1	2.3
	Junior	36	5.6	50.0	55.6	22.2	22.3	16.7	5.6
	Senior	55	7.3	40.0	47.3	20.0	32.7	30.9	1.8
School	FAMU	53	17.0	26.4	43.4	22.6	33.9	26.4	7.5
	FSU	61	4.9	49.2	54.1	24.6	21.2	19.7	1.5
	TCC	126	15.9	46.0	61.9	19.0	19.1	15.9	3.2

STUDENTS' PERCEPTION OF THE STATEMENT

"If I knew what I will be doing after graduating from college, I would take more interest in my studies."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	141	11.3	34.8	46.1	7.8	46.1	32.6	13.5
	Male	92	17.4	31.5	48.9	12.0	39.1	34.8	4.3
Age	Under 25	185	14.1	36.8	50.9	9.2	40.0	30.3	9.7
	Over 25	47	10.6	21.3	31.9	10.6	57.4	46.8	10.6
Race	Black	69	17.4	33.3	50.7	11.6	37.6	27.5	10.1
	White	163	12.3	34.4	46.7	8.0	45.4	35.0	10.4
Grade	A	49	16.3	42.9	59.2	12.2	28.5	22.4	6.1
	B	112	16.1	31.3	47.4	10.7	41.9	33.0	8.9
	C	73	8.2	30.1	38.3	5.5	56.2	41.1	15.1
Class-ification	Freshman	61	18.0	34.4	52.4	8.2	39.3	29.5	9.8
	Sophomore	81	13.6	34.6	48.2	8.6	43.2	30.9	12.3
	Junior	34	5.9	32.4	38.3	11.8	50.0	44.1	5.9
	Senior	56	12.5	33.9	46.4	10.7	42.8	32.1	10.7
School	FAMU	52	13.5	34.6	48.1	11.5	40.3	28.8	11.5
	FSU	61	9.8	37.7	47.5	11.5	41.0	34.4	6.6
	TCC	120	15.8	30.8	46.6	7.5	45.8	35.0	10.8

TABLE 25

STUDENTS' PERCEPTION OF THE STATEMENT

"The academic background of the students in my classes is deficient, and it negatively affects my learning."

Variable		n	Strongly Agree	Agree	Total Agree	Undecided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	1.4	9.0	10.4	13.1	76.5	65.5	11.0
	Male	96	3.1	12.5	15.6	25.0	58.3	53.1	5.2
Age	Under 25	190	2.6	9.5	12.1	20.5	67.4	60.0	7.4
	Over 25	50	.0	14.0	14.0	10.0	76.0	64.0	12.0
Race	Black	70	1.4	8.6	10.0	18.6	71.5	58.6	12.9
	White	170	2.4	11.8	14.2	18.2	67.6	60.0	7.6
Grade	A	50	2.0	10.0	12.0	28.0	60.0	48.0	12.0
	B	116	.9	10.3	11.2	15.5	73.3	64.7	8.6
	C	76	3.9	11.8	15.7	14.5	69.7	61.8	7.9
Classification	Freshman	62	.0	8.1	8.1	25.8	66.2	56.5	9.7
	Sophomore	86	4.7	16.3	21.0	16.3	62.8	53.5	9.3
	Junior	36	.0	5.6	5.6	22.2	72.3	66.7	5.6
	Senior	56	1.8	8.9	10.7	10.7	78.5	69.6	8.9
School	FAMU	53	.0	11.3	11.3	18.9	69.8	58.5	11.3
	FSU	62	.0	6.5	6.5	16.1	77.5	71.0	6.5
	TCC	126	4.0	12.7	16.7	19.0	64.3	55.6	8.7

TABLE 26

STUDENTS' PERCEPTION OF THE STATEMENT

"An instructor's knowing his students by name does not mean that they are better motivated to learn in his class."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	2.8	38.9	41.7	8.3	50.0	34.7	15.3
	Male	95	4.2	26.3	30.5	15.8	52.7	45.3	7.4
Age	Under 25	188	3.7	31.4	35.1	11.7	53.2	40.4	12.8
	Over 25	50	2.0	42.0	44.0	10.0	46.0	36.0	10.0
Race	Black	70	7.1	40.0	47.1	8.6	44.3	35.7	8.6
	White	168	1.8	32.1	33.9	12.5	53.6	39.3	14.3
Grade	A	50	4.0	42.0	46.0	18.0	36.0	28.0	8.0
	B	115	2.6	34.8	37.4	8.7	53.9	42.6	11.3
	C	75	4.0	28.0	32.0	10.7	57.3	40.0	17.3
Class-ification	Freshman	62	9.7	40.3	50.0	12.9	37.1	25.8	11.3
	Sophomore	86	1.2	32.6	33.8	11.6	54.7	41.9	12.8
	Junior	36	.0	30.6	30.6	5.6	63.9	52.8	11.1
	Senior	54	1.9	27.9	29.7	13.0	57.4	42.6	14.8
School	FAMU	53	7.5	39.6	47.1	5.7	47.1	37.7	9.4
	FSU	60	.0	28.3	28.3	13.3	57.4	45.7	11.7
	TCC	126	3.2	34.9	38.1	12.7	49.2	35.7	13.5

TABLE 27

STUDENTS' PERCEPTION OF THE STATEMENT

"I learn more and at a faster rate from instructors I know or get to know personally, than from instructors I don't know."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	10.4	41.7	52.1	4.2	43.8	38.2	5.6
	Male	96	8.3	44.8	53.1	15.6	31.3	27.1	4.2
Age	Under 25	189	10.6	44.4	55.0	9.5	35.5	30.2	5.3
	Over 25	50	4.0	38.0	42.0	5.0	52.0	48.0	4.0
Race	Black	70	8.6	30.0	38.6	7.1	54.3	44.3	10.0
	White	169	10.1	47.3	57.4	9.5	33.2	29.6	3.6
Grade	A	50	12.0	28.0	40.0	12.0	48.0	42.0	6.0
	B	115	6.1	47.0	53.1	10.4	36.5	31.3	5.2
	C	76	13.2	44.7	57.9	3.9	38.2	32.9	5.3
Class-ification	Freshman	61	9.8	34.4	44.2	9.8	45.9	36.1	9.8
	Sophomore	86	9.3	47.7	57.0	8.1	34.9	30.2	4.7
	Junior	36	13.9	50.0	63.9	8.3	27.8	27.8	.0
	Senior	56	5.4	41.1	46.5	5.4	48.3	42.9	5.4
School	FAMU	53	9.4	26.4	35.8	5.7	58.5	49.1	9.4
	FSU	62	11.3	55.5	66.8	9.7	22.6	22.6	.0
	TCC	125	8.8	42.4	51.2	9.6	39.2	33.6	5.6

TABLE 28

STUDENTS' PERCEPTION OF THE STATEMENT

"Most of the students just want to have a good time and are not seriously interested in learning."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	4.8	20.0	24.8	14.5	60.7	48.3	12.4
	Male	95	10.5	20.0	30.5	20.0	49.5	45.3	4.2
Age	Under 25	190	7.4	17.4	24.8	17.4	57.9	48.4	9.5
	Over 25	49	6.1	30.6	36.7	12.2	51.1	42.9	8.2
Race	Black	70	10.0	25.7	35.7	12.9	51.5	38.6	12.9
	White	169	6.5	17.8	24.3	17.8	58.0	50.3	7.7
Grade	A	50	14.0	10.0	24.0	20.0	56.0	48.0	8.0
	B	116	6.0	20.7	26.7	14.7	58.6	49.1	9.5
	C	75	5.3	24.0	29.3	17.3	53.3	44.0	9.3
Class-ifica-tion	Freshman	62	11.3	24.2	35.5	14.5	50.0	40.3	9.7
	Sophomore	85	4.7	16.5	21.2	21.2	57.7	45.9	11.8
	Junior	36	5.6	22.2	27.8	16.7	55.6	55.6	.0
	Senior	56	8.9	19.6	28.5	10.7	60.7	50.0	10.7
School	FAMU	53	11.3	28.3	39.6	11.3	49.1	34.0	15.1
	FSU	52	6.5	14.5	21.0	15.1	62.9	61.3	1.6
	TCC	125	5.6	19.2	24.8	19.2	56.0	45.6	10.4

TABLE 29

STUDENTS' PERCEPTION OF THE STATEMENT

"A student's socio-economic background does not affect his learning habits."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	143	3.5	20.3	23.8	18.2	58.1	39.2	18.9
	Male	95	5.3	15.8	21.1	13.7	65.3	45.3	20.0
Age	Under 25	189	3.7	18.0	21.7	17.5	60.8	41.8	19.0
	Over 25	48	4.2	20.8	25.0	12.5	62.5	41.7	20.8
Race	Black	67	9.0	31.3	40.3	10.4	49.2	34.3	14.9
	White	170	1.8	12.9	14.7	18.8	66.5	44.1	22.4
Grade	A	49	4.1	20.4	24.5	20.4	55.1	38.8	16.3
	B	115	5.2	18.3	23.5	12.2	64.4	48.7	15.7
	C	75	1.3	17.3	18.6	20.0	61.3	32.0	29.3
Class-ification	Freshman	61	6.6	19.7	26.3	21.3	52.5	32.8	19.7
	Sophomore	85	2.4	18.8	21.2	15.3	63.5	43.5	20.0
	Junior	36	2.8	19.4	22.2	19.4	58.3	44.4	13.9
	Senior	55	1.8	16.4	18.2	9.1	72.8	47.3	25.5
School	FAMU	52	5.8	30.8	36.6	9.6	53.9	38.5	15.4
	FSU	61	3.3	14.8	18.1	18.0	64.0	44.3	19.7
	TCC	125	4.0	15.2	19.2	17.6	63.2	41.6	21.6

STUDENTS' PERCEPTION OF STATEMENTS CONCERNING PHYSICAL FACILITIES AND RELATED MATTERS

TABLE 30

STUDENTS' PERCEPTION OF THE STATEMENT

"Most of the classrooms here are not well equipped for effective learning."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	9.0	25.0	34.0	9.0	57.0	41.7	15.3
	Male	96	8.3	12.5	20.8	7.3	71.9	64.6	7.3
Age	Under 25	189	9.5	21.7	31.2	10.1	58.2	48.1	10.1
	Over 25	50	6.0	12.0	18.0	2.0	80.0	62.0	18.0
Race	Black	69	27.5	30.4	57.9	5.8	36.2	30.4	5.8
	White	170	1.2	15.9	17.1	8.8	74.1	59.4	14.7
Grade	A	50	10.0	16.0	26.0	8.0	66.0	56.0	10.0
	B	115	7.8	25.2	33.0	7.8	59.1	48.7	10.4
	C	76	9.2	14.5	23.7	9.2	67.1	51.3	15.8
Class-ification	Freshman	62	17.7	17.7	35.4	6.5	58.0	43.5	14.5
	Sophomore	86	1.2	9.3	10.5	5.8	83.7	68.6	15.1
	Junior	36	8.3	13.9	22.2	16.7	61.1	52.8	8.3
	Senior	55	10.9	41.8	52.7	9.1	38.2	30.9	7.3
School	FAMU	52	32.7	36.5	69.2	5.8	25.0	25.0	.0
	FSU	62	3.2	27.4	30.6	16.1	53.3	45.2	8.1
	TCC	126	1.6	9.5	11.1	5.6	83.3	64.3	19.0

TABLE 31

STUDENTS' PERCEPTION OF THE STATEMENT

"I wish the size of my classes were smaller, since large classes interfere with my learning."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	143	16.8	33.6	50.4	8.4	41.3	36.4	4.9
	Male	96	18.8	39.6	58.4	11.5	30.2	28.1	2.1
Age	Under 25	188	18.6	35.6	54.2	8.0	37.8	34.6	3.2
	Over 25	50	12.0	38.0	50.0	16.0	34.0	28.0	6.0
Race	Black	70	22.9	25.7	48.6	10.0	41.4	35.7	5.7
	White	168	15.5	39.3	54.8	9.5	35.7	32.7	3.0
Grade	A	50	10.0	38.0	48.0	12.0	40.0	34.0	6.0
	B	116	19.0	34.5	53.5	6.9	39.6	36.2	3.4
	C	74	20.3	37.8	58.1	10.8	31.1	28.4	2.7
Classification	Freshman	52	19.4	22.6	42.0	14.5	43.5	41.9	1.6
	Sophomore	86	8.1	40.7	48.8	11.6	39.5	33.7	5.8
	Junior	35	25.7	42.9	68.6	2.9	28.6	25.7	2.9
	Senior	55	23.6	41.8	65.4	5.5	29.1	25.5	3.6
School	FAMU	53	26.4	32.1	58.5	9.4	32.0	32.1	.0
	FSU	60	25.0	38.3	63.3	5.0	31.7	26.7	5.0
	TCC	126	10.3	36.5	46.8	11.9	41.3	36.5	4.8

TABLE 32

STUDENTS' PERCEPTION OF THE STATEMENT

"Library facilities at my school are inadequate."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	7.6	17.2	24.8	11.0	64.1	46.2	17.9
	Male	95	9.5	10.5	20.0	8.4	71.6	60.0	11.6
Age	Under 25	190	9.5	15.3	24.8	10.0	65.3	51.6	13.7
	Over 25	49	4.1	12.2	16.3	10.2	73.5	53.1	20.4
Race	Black	70	18.6	25.7	44.3	8.6	47.1	37.1	10.0
	White	169	4.1	8.9	13.0	11.2	75.8	58.0	17.8
Grade	A	50	10.0	8.0	18.0	6.0	76.0	60.0	16.0
	B	115	7.8	16.5	24.3	10.4	65.2	50.4	14.8
	C	76	7.9	15.8	23.7	11.8	64.5	48.7	15.8
Class-ification	Freshman	62	19.4	14.5	33.9	17.7	48.4	33.9	14.5
	Sophomore	85	2.4	10.6	13.0	8.2	78.8	57.6	21.2
	Junior	36	2.8	13.9	16.7	11.1	72.2	69.4	2.8
	Senior	56	8.9	21.4	30.3	5.4	64.3	50.0	14.3
School	FAMU	53	22.6	32.1	54.7	9.4	35.9	32.1	3.8
	FSU	62	1.6	11.3	12.9	6.5	80.6	66.1	14.5
	TCC	125	5.6	8.8	14.4	12.0	73.6	52.8	20.8

TABLE 33

STUDENTS' PERCEPTION OF THE STATEMENT

"There is too much noise inside and outside the classrooms and learning becomes difficult."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	4.8	17.9	22.7	4.8	72.4	64.1	8.3
	Male	96	6.3	15.6	21.9	9.4	68.7	65.6	3.1
Age	Under 25	190	4.7	17.9	22.6	6.8	70.6	65.3	5.3
	Over 25	50	8.0	14.0	22.0	6.0	72.0	62.0	10.0
Race	Black	70	12.9	25.7	38.6	8.6	52.9	50.0	2.9
	White	170	2.9	13.5	16.4	5.9	77.6	70.0	7.6
Grade	A	50	6.0	10.0	16.0	6.0	78.0	78.0	.0
	B	116	8.6	17.2	24.8	6.9	68.3	62.1	6.2
	C	76	1.3	19.7	21.0	6.6	72.3	60.5	11.8
Class-ification	Freshman	62	6.5	21.0	27.5	6.5	66.1	61.3	4.8
	Sophomore	86	2.3	10.5	12.8	8.1	79.1	69.8	9.3
	Junior	36	2.8	13.9	16.7	2.8	80.5	80.5	.0
	Senior	56	12.5	25.0	37.5	7.1	55.3	48.2	7.1
School	FAMU	53	13.2	32.1	45.3	9.4	45.3	43.4	1.9
	FSU	62	1.6	17.7	19.3	6.5	74.2	69.4	4.8
	TCC	126	4.0	9.5	13.5	5.6	80.9	72.2	8.7

TABLE 34

STUDENTS' PERCEPTION OF THE STATEMENT

"University regulations do not encourage students to take courses they would really enjoy."

Variable		n	Strongly Agree	Agree	Total Agree	Undecided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	144	16.0	38.9	54.9	18.1	27.1	22.2	4.9
	Male	96	14.6	32.3	46.9	26.0	26.0	25.0	1.0
Age	Under 25	189	15.3	34.9	50.2	21.7	28.0	24.3	3.7
	Over 25	50	14.0	42.0	56.0	20.0	24.0	22.0	2.0
Race	Black	70	18.6	35.7	54.3	14.3	31.4	27.1	4.3
	White	169	15.4	36.1	51.5	23.7	24.9	21.9	3.0
Grade	A	50	10.0	32.0	42.0	30.0	28.0	26.0	2.0
	B	116	18.1	35.3	53.4	19.0	27.5	24.1	3.4
	C	75	17.3	40.0	57.3	17.3	25.3	21.3	4.0
Classification	Freshman	62	12.9	29.0	41.9	29.0	29.0	25.8	3.2
	Sophomore	85	12.9	32.9	45.8	23.5	30.6	27.1	3.5
	Junior	36	16.7	38.9	55.6	22.2	22.2	22.2	.0
	Senior	56	23.2	46.4	69.6	7.1	23.3	17.9	5.4
School	FAMU	53	17.0	41.5	50.5	13.2	28.3	24.5	3.8
	FSU	62	17.7	48.4	66.1	11.3	22.6	19.4	3.2
	TCC	125	14.4	28.0	42.4	28.8	28.8	25.6	3.2

TABLE 35

STUDENTS' PERCEPTION OF THE STATEMENT

"With all the activities on this campus, it is hard to concentrate on studies."

Variable		n	Strongly Agree	Agree	Total Agree	Un-decided	Total Disagree	Disagree	Strongly Disagree
Sex	Female	145	.7	8.4	9.1	4.1	68.9	58.6	28.3
	Male	95	.0	4.2	4.2	8.4	87.4	60.0	27.4
Age	Under 25	189	.5	7.4	7.9	4.8	87.3	56.6	30.7
	Over 25	50	.0	4.0	4.0	10.0	86.0	68.0	18.0
Race	Black	70	.0	11.4	11.4	5.7	82.8	55.7	27.1
	White	169	.6	4.7	5.3	5.9	88.8	59.8	29.0
Grade	A	50	.0	2.0	2.0	6.0	92.0	54.0	38.0
	B	115	.0	7.8	7.8	6.1	86.1	60.9	25.2
	C	76	1.3	7.9	9.2	3.9	86.8	60.5	26.3
Classification	Freshman	62	.0	3.2	3.2	9.7	87.1	54.8	32.3
	Sophomore	85	.0	.0	.0	4.7	95.4	57.0	28.4
	Junior	35	2.9	14.3	17.2	2.9	80.0	68.6	11.4
	Senior	56	.0	16.1	16.1	5.4	78.5	58.9	19.6
School	FAMU	53	.0	13.2	13.2	7.5	79.3	58.5	20.8
	FSU	61	1.6	14.8	16.4	3.3	80.3	67.2	13.1
	TCC	126	.0	.0	.0	6.3	93.7	55.6	38.1

APPENDIX

Appendix A-1

Preliminary Questionnaire #1

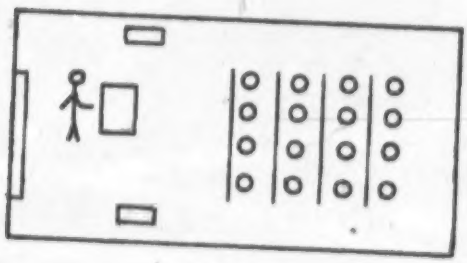
Mr. X, an instructor, was teaching a class of 30 students. At the end of the class session the students were asked as to the amount of subject matter they had learned. Only four students said they learned something; the rest said that they did not learn anything at all. What do you think could have been the possible reasons for most of the students not learning in that class. Please, be imaginative and write as many reasons for the students not learning as you can.

Please do not write your name.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix A-2

Preliminary Questionnaire #2



1. This is an illustration of a classroom. The instructor has just finished teaching the class.

   What percentage of students in the class do you think learned what percentage of the subject matter?

   Please indicate your response in front of each percentage category.

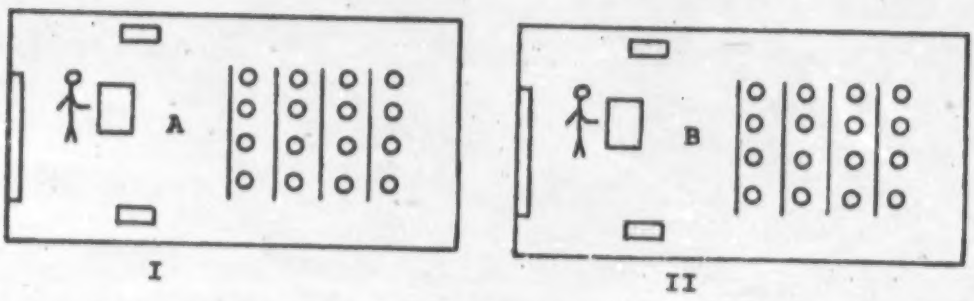
Percentage of Subject Matter Learned	Percentage of Students
100%	_____
75-100%	_____
50-75%	_____
25-50%	_____
10-25%	_____
Less than 10%	_____

2. Same illustration as above. Why do you think the students who learned less than 50% of the subject matter did so?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix A-3

Preliminary Questionnaire #3



I II

Two Instructors A & B in teaching situations I & II above use different styles of teaching. An average student in Instructor A's class learns about 80% of the subject matter taught; whereas, an average students in Instructor B's class learns only 20%. Can you list below the characteristics of teaching styles of the two Instructors?

Characteristics of teaching style of Instructor A - (students learned 80% of the subject matter):

1. _____
2. _____
3. _____
4. _____

Characteristics of teaching style of Instructor B - (students learn only 20% of the subject matter):

1. _____
2. _____
3. _____
4. _____

Appendix B

Final Questionnaire

Student Perceptions of Factors
Affecting Learning

We are interested in identifying some of the factors which you think affect your learning. The following statements are developed for this purpose. Against each statement are five categories, viz., strongly agree, agree, don't know, disagree, strongly disagree. You are asked to indicate your response under the appropriate category by placing a check mark (✓). As you know, there are no right or wrong answers. What you yourself think is the correct answer for you.

Also, fill out Part II of the questionnaire. Please do not sign your name.

Thank you for your cooperation.

PART I

Col. No.	Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10	1. If I had a different major my grades would be better.					
11	2. Some of the students in my classes unnecessarily interrupt the instructors so learning becomes hard.					
12	3. Other things being the same, students learn more in a younger instructor's class than in an older instructor's class, simply, because he can relate to them better.					
13	4. All in all, I am satisfied with the teaching methods of most of my instructors.					
14	5. Most of the classrooms here are not well equipped for effective learning.					
15	6. In my opinion, the examinations encourage memorizing on the part of students rather than real learning.					
16	7. I feel more comfortable with and learn more from the instructors who are of my own sex.					
17	8. I wish the size of my classes were smaller, since large classes interfere with my learning.					
18	9. Instructors who relate the subject matter to daily activities of life stimulate learning on the part of students.					
19	10. If I knew what I will be doing after graduating from college, I would take more interest in my studies.					
20	11. I pay more attention to and learn more from instructors of my own race.					
21	12. Library facilities at my school are inadequate.					
22	13. The merit system (grading) is a real incentive for students to learn.					
23	14. Physical appearance of an instructor does not help or hinder the learning process in a classroom situation.					

Col. No.	Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
24	15. I wish more such aids were used in my classes.					
25	16. The academic background of many of the students in my classes is deficient, and it negatively affects my learning.					
26	17. An instructor's knowing his students by name does not mean that they are better motivated to learn in his class.					
27	18. Most of the text books in my courses are hard to understand.					
28	19. I learn more and at a faster rate from instructors I know or get to know personally, than from instructors I don't know.					
29	20. In my opinion, an instructor's personal philosophy, be it radical or conservative, does not in any way affect students' learning.					
30	21. I think the subject matter I am taught in my courses is obsolete, it does not turn me on.					
31	22. Most of my instructors do not show partiality to students of the opposite sex.					
32	23. Most of the students just want to have a good time and are not seriously interested in learning.					
33	24. In my opinion, teachers with Ph. D. degrees know their subject matter better than those who are M.A.'s					
34	25. It is my belief that students generally learn more in subject matters relating directly to their major.					
35	26. Most of my instructors come to the class well prepared.					
36	27. There is too much noise inside and outside the classrooms and learning becomes difficult.					
37	28. University regulations do not encourage students to take courses they would really enjoy.					
38	29. Instructors holding Ph. D. degrees are better teachers than those who do not.					

Col. No.	Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
39	30. Most instructors are interested in students learning and do follow up on students who have difficulties in their courses.					
40	31. With all the activities on this campus, it is hard to concentrate on studies.					
41	32. A student's socio-economic background does not affect his learning habits.					
42	33. I like those instructors who deliver their lectures well, and do not let the students interrupt their teaching.					
43	34. I enjoy the classes of those teachers who are more informal with the students in their classes.					
44	35. I think culturally deprived students, because of their background, find college learning more difficult than other students.					

PART II

04. Sex: Female ____1
Male ____2

05. Age: Below 18 ____1
18-24 ____2
25-30 ____3
Over 30 ____4

06. Race: Black ____1
White ____2
Other ____3
(Specify)_____

07. Classification:
Freshman ____1
Sophomore ____2
Junior ____3
Senior ____4

08. Overall grade average:
A ____1
B ____2
C ____3
D ____4

09. School:
FAMU ____1
FSU ____2
TCC ____3

THANK YOU